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Volume 49, No. 3

January, 1961

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Front Cover
Dr. Richard A. Harvill, president of the University of Arizona, poses
before the Physics-Mathematics-Meteorology Building — one of many new
buildings typifying the university's great growth in recent years.

(Photo by Ray Manley.)

Back Cover

Richard Kassander (right), director of the university's Institute of Atmospheric Physics, and Louis J. Battan, associate director, observe clouds from the Institute's radar platform atop the P-M-M Building.

(Photo from U. of A. Press Bureau.)

STATEMENT OF POLICY: As the official publication of the Arizona Education Association, cial publication of the Arizona Education Association, the Arizona Teacher is dedicated to the interests of public education and to the profession of teaching, with the profession of teaching, with the profession of teaching, with the profession of teaching the matter of the profession of teaching the matter of the Arizona Education Association, Arizona, is published September, November, January, March and May. Subscription price \$2.00 per year, single copy 40c. Advertising rates furnished upon request.

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COMING EVENTS



in the College of Education ARIZONA STATE UNIVERSITY

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EARTH SCIENCE STUDY TOUR. Following 3½ weeks of intensive on-campus study of methods of teaching elementary school science, students will take a nine-day study tour to Banff, Lake Louise, and Jasper in Canada, and to Glacier National Park. Write for brochure; reservations close May 1.

SEMINAR – MENTAL RETARDATION. Psychological and mental aspects of mental retardation. June 19-23.

EDUCATION CONFERENCE. (Superintendents). June 6-8.

EDUCATION CONFERENCE. (Supervision of instruction). June 19-22.

CONFERENCE. (Student council heads). August 7-12.

WORKSHOP IN EDUCATION OF THE EXCEPTIONAL CHILD. First term, Summer Session, June 12-July 15.

WORKSHOP IN INDIAN EDUCATION. First term, Summer Session, June 12-July 15.

EXPERIENCE IN EXCEPTIONAL CHILD CLINICS. First Term, Summer Session, June 15-July 15.

Pre-registration is necessary in tours and in some workshops. Other stimulating tours, workshops will be offered by the University during the summer. For Summer Session bulletin and information, write:

Dr. Roy C. Rice Director of the Summer Session Arizona State University Tempe, Arizona

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I believe that the full measure of our influence and worth is inestimable in the lives that we guide and build.

I believe that morality is a virtue that we can share with others only if we possess an abundance of it ourselves.

I believe that my greatest teaching instrument is my life - what I think, how I act, the way I live.

I believe that we work with the most precious resources of our world.

I believe that we are builders not merely of home and industry, but of a free world.

I believe that we are building character, convictions, a way of life, a love for life.

I believe that no one can be given a task greater than that of building the future.

I believe that it takes courage and convictions to accept the challenge of being a teacher.

I believe that the challenge is too great unless we walk close to the Master Teacher and look to sense of justice, wisdom and di-

I believe that the watchword of our profession is service, and that through serving others we become great ourselves.

I believe that ours is the greatest profession, for ours is the foundation upon which all else is built.

Floyd L. Arant

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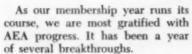
THE UNIVERSITY OF ARIZONA

SUMMER SESSION OFFICE TUCSON

Editorially Speaking

A Year of Breakthrough

By Dix W. Price, AEA Executive Secretary



When this edition of the Arizona Teacher becomes print, we will have 10,100 AEA-NEA members—already in excess of last year (and with a dues increase) in a trend that could mean a state and national record. For years we have been in the top three states with the highest percentage of our teachers as members of their professional associations. This year we could lead the nation with a possible 97%.

Some six new local associations are off the launching pad bringing the total to 157 for the state. Distinctive among them — the new campus local association at Arizona State University at Tempe, our first in higher education in Arizona, with Dr. James Jelinek, AEA stalwart, as its charter president.

With gratification we have observed our retired teachers closing ranks and forming a state association affiliated with the AEA. Dr. J. O. Grimes, long-time educator-statesman, is its first president.

Programwise it is a banner year. Our public relations program bringing stepped up coverage in all media is largely the apt work of Joe Stocker, new staff PR member. The AEA is among a very few states staging a series of live TV programs on a statewide basis. In joint sponsorship with KOOL (Phoenix) and KOLD (Tucson), the first two programs have been well received by statewide viewers and the remaining five are taking shape in the thoughtful script of Ioe Stocker. The expanded Arizona Teacher and our 1961 AEA statewide billboard program add good fiber to the expanded AEA program.

In terms of statewide meetings 1960-61 leaves little to be desired, thus far. Our State Convention at ASU in November broke attendance records and was of excellent quality. The Tri-Conference on legislation, salaries, and insurance held in mid-November already bears fruitful indications. In April of 1961, Arizona will be the scene of an NEA Regional Instructional Conference at Tucson and a TEPS Regional meeting in Phoenix.

Special studies are underway by various AEA Committees holding promise of very helpful reports toward the end of the year — TEPS on Certification, Ethics, Curriculum Committee, and the Special Retirement Study headed by George Stewart, of Tucson.

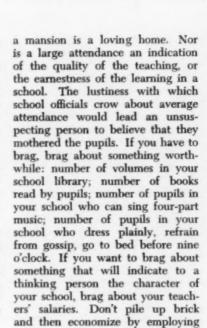
But, the horizon is not without challenge. Our own state legislative program, the measures to be sponsored by the Arizona League for Public Schools, the Kennedy endorsed Federal support program for construction and/or teachers' salaries on a "freedom of choice" basis, and association "growing" problems are a formidable task.

This is a year of progress, but there is little leisure in sight if we are to achieve better schools for Arizona and an even stronger and more professional association for our teachers.

Editorial Comment from The Arizona Teacher Vol. 11, No. 4 — December, 1914

False Values

Beware of false values. A beautiful school building is no guarantee of an excellent school, no more than



President von Klein Smid

aim to be a Froebel.

In the September issue we announced the coming of Dr. R. B. von Klein Smid to assume the presidency of our State University. He has since been among us and is now one of us. Wherever President von Klein Smid appears, he impresses all with his genial personality and vigorous intellect. He is by miles the most pleasing and at the same time the most scholarly platform speaker we have in our midst. Now let's make our University big enough to keep him.

teachers without proper training

and without experience. Don't be

ambitious to be a Rameses, rather

Editor's Note: These two items continue the series of editorials from some 40 years ago. "State University" referred to is now the University of Arizona.



Dr. Conant reports on needs of transitional school programs for 12- to 15-year-olds

DR. JAMES B. CONANT

Dr. James B. Conant, reporting on his study of American education in the transitional junior high school years, concludes that the kind of educational program provided for adolescent youth in grades 7-9 is far more important than the organizational placement of those grades within a school system.

With respect to school organization, Dr. Conant concludes that economical operation requires in every school "a minimum of 125 pupils in each of grades 7 and 8." He urges that with a smaller enrollment grades 7 and 8 be included with the senior high school to make a six-year school and that with as many as 250 pupils in each of these grades a two- or three-year junior high school be considered. He believes that the optimum size of a three-year junior high school is 750 pupils.

Function of School Boards

Before presenting his recommendations, Dr. Conant emphasized his conviction that "the function of the school board is to determine policy; the function of the administrative staff is to implement policy." He listed three areas in which citizens and school board members should not interfere, but should leave decisions to the professional administrative staff: 1) recommendations for individual teacher appointments, 2) judging the quality of teaching, 3) details of course content.

Taking note of the "crucial age in the transition from childhood to adulthood" represented by students in grades 7, 8, and 9, Dr. Conant warns against using the junior high

Dr. James B. Conant, reporting school as a training ground for his study of American education teachers moving on to senior high the transitional junior high school.

He also says that "the lack of what educators call articulation" is one of the most serious problems in many school systems. Consequently, he recommends system-wide coordinators for instruction, people whose job is to assure continuity in the instructional program.

Dr. Conant states that all students in grades 7 and 8 should be required to take the usual academic subjects — English, social studies, mathematics and science — with about 60 to 70 per cent of weekly classroom time devoted to them. In addition, he emphasizes, all students in these two grades should be required to take art, music and physical education; all boys should receive instruction in industrial arts; all girls should take home economics.

Noting the need for greater attention to individual differences among pupils, Dr. Conant urges, on the one hand, increased attention to remedial work in reading and arithmetic for those who need it. "To my mind, the minimum goal for almost all pupils at the end of grade 9 is that these future voters should be able to read with comprehension the front page of a newspaper at a rate of about 200 words a minute."

On the other hand, he urges algebra in grade 8 and foreign languages on a conversational basis in grade 7 for those who can benefit. He does "not recommend commencing the study of a foreign language prior to grade 7 unless the community de-

mands it, sufficient funds are available, bilingual teachers can be found, and a sequential program can be assured."

Because of the breadth of the program in grades 7 and 8, Dr. Conant says more teachers are needed for a given number of pupils than in the senior high school. He has found, instead, that the junior high school often has fewer teachers and that they are overworked. Calling for a minimum goal of 50 professionals for 1,000 pupils in a school system, he says that teaching loads of all secondary school teachers should be equalized if morale is to improve among the junior high school staff. He cites as a reasonable teaching load five teaching periods with 125-150 pupils a day in grades 7-12.

Extra Class Activities

Dr. Conant's other recommendations cover such topics as extra-class activities, block-time and departmentalization, flexibility in schedules, grouping, guidance and testing, homework and promotion, ninthgrade program, minimum special facilities, and the leadership role of the principal. He cautions against interscholastic athletics, marching bands and graduation ceremonies at the junior high school level.

Recommendations for Education in the Junior High School Year, a 48-page paperback volume, is available from the Educational Testing Service, Princeton, New Jersey. The price is fifty cents a copy, or three copies for one dollar. It will not be on sale elsewhere.

They Are Not Stupid

A PILOT STUDY IN

ACADEMIC RETARDATION

By Grace Blossom

A pilot study on academic retardation is being carried out in two Glendale high schools this year. The study attempts to determine if academic retardation can be significantly lessened by teaching vocabulary structured to a particular textbook.

Certain linguistic principles are used as a basis for this study, but mainly it deals with what we shall call the vocabulary shift.

All normal people have two vocabularies, a talking vocabulary and a comprehension vocabulary. In the first are, of course, the words we use in talking. The average child has a well developed talking vocabulary by the time he starts school. The second or comprehension vocabulary contains the words one must recognize and know the meaning of when he sees them in written materials. The two vocabularies can be illustrated like this:

Talking Comprehension
Vocabulary

Many educators believe that academic retardation begins at about the fourth grade and by applying the graphic idea of the two vocabularies to a study of the vocabularies of any set of readers, we find an interesting fact. The vocabulary shift from a talking to a comprehension vocabulary takes place at or about the fourth grade level. The readers of the first three grades are written in a carefully controlled talking vocabulary. These are words that are already well established and famili-

ar to the student. But beginning with the fourth grade, the vocabulary begins to shift to the right side of our diagram and the student begins to meet words that may or may not be familiar to him. In the primary grades much time is spent developing the reading skills but beginning with the fourth grade, the emphasis shifts from the mechanics of reading to content material. The student must be able to read and he is also challenged with understanding what he reads. If the vocabulary shift finds him weak in the comprehension area, he will begin to stumble, perhaps not noticeably at first but more and more as he goes from grade to grade. Sooner or later he will find himself in the academically retarded section of his group.

No one really knows just when a student begins to have trouble with vocabulary. The zig zag line in our diagram could be moved from the far left to the far right to take care of these individual differences. A child who comes from a home in which the entire English vocabulary might consist of two or three thousand words¹ might conceivably have a diagram like this:

Talking
Vocabulary

Comprehension
Vocabulary

On the other hand, a student may not have to struggle with vocabulary until he enters a science or psychol-

'Michael West considers a vocabulary of 2,000 words "good enough for anything and more than enough for most things." "Language Learning," p. 23. Vol. VI No. 1 and 2, 1955.

ogy course in college. It would be an exceptional student, indeed, who does not at sometime in his educational career meet with vocabulary difficulties.

Today the teacher is faced with resorting to high interest level low vocabulary materials for these students who cannot cope with regular grade level materials. The ideas or concepts in the regular material are not too difficult but the vocabulary is. That the concepts are not too difficult must be accepted or it would be useless to rewrite so many books, changing not the concepts but the vocabulary. Sooner or later the supply of rewritten or high interest low vocabulary material is exhausted and the student is forced back into regular texts. He is perhaps even worse off than if he had been allowed to struggle along at the foot of the

The only other alternative is intensive dictionary work, but this too, has certain weaknesses. First, it is too time consuming. Second, the many definitions for one word may be confusing. Third, there may be words in the definition itself that the student does not know. Fourth, diacritical marks are often rejected

> Grace Blossom, Cortez High School Glendale, Arizona



by the academically retarded student.

It is upon these two principles, the vocabulary shift and the difficulties of using the dictionary, that our Pilot Study is based. Heretofore, the teacher of academically retarded students must either have resorted to high interest level low vocabulary materials or intensive remedial measures that left little or no itme for the regular text. In our study we hope to find a way to use the regular text with these students and prepare them to continue with the regular texts in the 10th and 11th grades. The study will be carried on at the new Cortez High School and at Glendale High School. It will be an attempt to use the regular ninth grade English literature text with academically retarded students by intensive teaching of vocabulary.

First Step

The first step was to compile a glossary of difficult vocabulary items in the text. This was done by listing each one as it appeared on the page, not in alphabetical order but as it appeared on the page. Any word above a fourth grade vocabulary was considered difficult. Any phrases judged to be confusing were listed also. Each vocabulary item was defined in the easiest possible English and only one meaning was given the meaning as used in the context of the selection. If the item was a verb, it was defined the same tense as the verb itself. The entire glossary was typed, mimeographed and compiled into booklets, one for each student. The preface of the booklet explains its purpose to the student. It reads:

"This vocabulary booklet or glossary contains approximately one thousand words and phrases. They are taken from your Good Times Through Literature textbook and are listed as they appear on each page. Only the meaning of the word or phrase as it is used in the book is given.

Rather than ask you to use the dictionary to learn how a word is pronounced, your teacher will use a new method. This method is used by many schools today in teaching foreign languages. The teacher will pronounce the word and you will repeat it after her. This is called the direct method and you will find it shorter and faster than having to

look up every word in the dictionary.

Everyone has two vocabularies, a talking vocabulary and a comprehension or understanding vocabulary. A comprehension vocabulary consists of words that you rarely use in talking but must know when you meet them in your reading.

You probably have a well developed talking vocabulary but it is your comprehension vocabulary that you must continually enlarge if you are to be successful in your study of good literature."

This preface is intended to help the student become aware of the nature of his problem rather than assuming that he is "dumb."

The glossary booklet is in no way intended to replace the teacher's guide. Rather, by its use, it is hoped to unite the class vocabulary-wise, so that regular procedures may be followed. In this way, the teacher would introduce the selection telling a little about the author and setting and discussing the illustrations to arouse interest. She would then proceed to cover the vocabulary. This vocabulary study should not require more than fifteen or twenty minutes of class time before assigning the selection for reading.

Matching tests to accompany the glossary have been compiled by choosing words at random from the glossary of each selection. The words are listed on the left side of a sheet of paper and the definitions scrambled on the right side of the sheet. Whether to use the test before or after reading the selection will be determined by experience.

We plan to test these groups in September and again in May. But regardless of the test results, if a way can be found to successfully use regular grade texts with academically retarded students the Pilot Study will be a significant contribution to the field of education.

Backward Readers

One of our neighborhood youngsters came home last week and told his parents that his reading class was going to be divided into two sections. "I'm in the top one," he said. "The other's for backward readers. But we don't know who's going to be in that one 'cause there isn't a kid in the room who can read back-

Reading Loses A Friend

The accidental death of Dr. William S. Gray, September 8, 1960, deprived the educational world of one of its most vigorous leaders, prodigious writers, and keenest critics. His major contributions were devoted to the teaching of reading, but he also made notable studies in the broader areas of communication, literacy and the professional education of teachers. In these fields he provided amazing vision for many new ventures.

In the field of reading he is remembered for numerous innovations. He was a pioneer in testing the achievement of school children and in the diagnosis and treatment of remedial cases. From 1925 to the present time his annual summaries of investigations relating to reading have brought significant research to the attention of educators in this country and throughout the world. As editor of and contributor to several yearbooks on reading, published by the National Society for the Study of Education, he exerted a profound influence on classroom instruction. The Chicago Reading Conference, which he initiated in 1938, and directed until 1952, provided a pattern for similar conferences in other higher institutions of learning. As a co-author, for approximately thirty years, of textbooks in reading for the elementary grades, he found an outlet for implementing his studies and research.

Prolific Writer

From the beginning of his educational career he was a prolific writer. His publications number more than 500 titles. He left at least two unfinished works which were approaching the publication stage: (1) a book dealing with the sociology of reading, and (2) a major revision of his "Standardized Oral Reading Paragraphs."

He was an active member and contributor to numerous professional organizations. Following World War I he was elected National Pres-

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On several occasions we have quoted from letters written us by an old battle-scarred Arizona school-teacher. We have heard from him once more. He has jumped the corral fence again and is rip-snorting over the hills. We think he wants to be quoted in this column but he has never hinted so. He is now exercised about recent blueprints for teaching foreign languages in our schools. Savs he:

"And I have a suggestion myself for teaching any and all foreign languages to any student over fifteen. Let's take French, for example. Select the largest classroom on the campus. Cover the walls with tourist posters of France and, yes, Algeria, colored pictures of French pastry and wines, of Parisian beauties in their briefs on the beautiful beaches at St. Malo and Toulon: statues of Charlemagne, Louis XIV, Napoleon and Madame Pompadour, and others, located at arty intervals throughout the room. All furniture of the Louis XIV period. All these aids, together with generous dash of "Midnight in Paris" provide the atmosphere.

"With soft music background (preferably a melodious Vosges ballad) and all students with earphones in place, sentences in French are played from recordings and projected simultaneously on a large screen at the front of the room. Along with this the students are translating audibly the sentences into English. Furthermore -" but I will not quote any more, except a couple of sentences near the end of this letter: "This scheme should be publicized as widely as possible. It should silence the critics. . . . My philosophy: there is no substitute for hours of honest study on one end of Mark Hopkins' log! We might substitute machines for character in some situations but not in learning foreign languages."

"WHEREAS, The present position of the United States of America in world affairs necessitates greater contact between citizens of the United States of America and other nationals, and

WHEREAS, In the event of hostilities, mastery of foreign languages on the part of military personnel is

Among Our Neighbors

By Joseph N. Smelser Chairman AEA Editorial Board

deemed of great value to the United States of America; and

WHEREAS, The ability of Americans to communicate in foreign languages will contribute to greater cooperation with the United Nations: Now therefore be it

Resolved by the Senate (and the House of Representatives concurring), That it shall be the policy of the Government of the United States and its official agencies to encourage the study of foreign languages by American citizens. . ." (Resolution before the Senate of the United States, January 24, 1949, by former Senator Thomas Gore of Oklahoma.)

"A program to bring us up to date linguistically must . . . include the overhauling of language instruction. The out-moded methods that have made language study anathema to generations of young Americans must be scrapped in favor of techniques that make full use of the most modern aids and electronic equipment. The 30,000 foreign language teachers need to retool their profession to the new requirements of a rapidly contracting world." (Saturday Review, Nov. 26, '60, "Our Tongue-Tied Generation," Jacob Ornstein) Dr. Ornstein mentions an Egyptian delegate at an educational conference who spoke "impeccable English as well as French and Arabic." We wonder what method he used to learn.

"Dr. Ornstein deplores our inability to speak the languages of others. Has he considered our bungling attempts to speak our own?" (Sat. Rev. Dec. 17, '60, "Letters to the Editor").

What are we to make of these charges and counter charges? The writer of this column has little or no comment for he knows that he is a fish out of water in this area of teaching. We do, however, venture to ask this question: Are we having any more difficulty with the teaching of foreign language than we have in the other areas of the liberal arts? We doubt it. Can there be other causes which no one seems to want to mention? There stands an open invitation to anyone who reads this current column and who teaches foreign language to write an article of not more than 600 words on the subject at hand and submit it for publication to the Editorial Board of the Arizona Teacher.

One-Second Sermons

... An open mind gives someone the chance to drop a worthwhile thought in it.

. . . Delinquency is a measure of adult neglect of children, for the children were all right when we got them.

... Education is the hope of youth; youth is the hope of democracy, and democracy is the hope of the world.

... You may lead a man to talk, but you can't make him think.

... Conceit is an odd disease; it makes everyone sick except the person who has it.

... Authority gives power over people; leadership gives people power over problems.

. . . It's a good idea to keep your words soft and sweet because you never know when you'll have to eat them.

... Prayer: Grant me the serenity to accept the things that I cannot change, the courage to change the things I can, and the wisdom to know the difference.

The Kentucky Journal



Glenda Shryock, Creighton eighth grade student, develops simplicity in a bulletin board invitation. The board affords the students opportunity to express their creative abilities to full capacity.

Motivate by Board

By Marguerite Buchanan

"Motivate by board" in the school of yesteryear meant to apply the paddle to the southern hemisphere of a transgressing pupil.

"Motivate by board" in Creighton School, Phoenix, means to stimulate the reluctant student by the direct application of the library bulletin board. As a persuasion method for enriched reading it has proved effective.

Mrs. Dolores Haug, school librarian, is the power which wields this strategic board. In that school of long ago, psychologically many pupils resisted the challenge presented by the paddle-board. With Mrs. Haug the most disinclined pupil cannot resist the challenge arrayed by the library-board. To counteract the resistance to challenge the resourceful Mrs. Haug challenged the re-

sistance by devising the library bulletin board technique.

The bulletin board presents the dominant feature in the library's appeal. Attractive, original, timely as it is, it has proved to be an incentive for the child to open the pages of a book and enter the magic land of reading.

"If one's good, two's better," rationalizes Librarian Haug. And so two bulletin boards are constantly on duty, both of these are always busy and always changing. One bulletin board may carry the theme for the month or the week; the other may present a pertinent topic of the moment. One board may appeal to primary level of interest, inviting the child to peek inside the Adventures of Peter Rabbit; the other may announce in the latest teen-age ver-

Shining free
Which link us to
Ourselves-to-be.
Virginia Scott Miner

nacular that this book will help to alleviate the pains of growing up.

Correlation

It is said that curiosity killed the cat. And teachers are just as curious! Time was when the teachers, as they passed the library on their way to the cafeteria, routinely asked the important thought of the time, "What's for lunch today?" Now as they pass the library door, the query is, "What's for library today?" So successful has Mrs. Haug been in whetting the teachers' interest and cooperation that the teachers use the bulletin board as part of their lesson plans.

The teachers are on the alert for tempting materials to contribute to the library bulletin board. One teacher unsolicited brought a shock of dried cornstalks from an abandoned cornfield a hundred miles away — all to enhance a Halloween motif. Children eagerly submit their gifts of "gold, frankincense and myrrh," to share in the community bulletin board.

Profitable By-Product

Mrs. Haug is the stimulus which directs the evolution of the bulletin board proclamation, but the children create the display. The building of the board presents a gratifying means for students to release their artistic capabilities. The bulletin board gives a fertile field where the

gifted and talented student can advantageously develop his potentialities for greater creative expression and maturity. Can there be a richer by-product? Almost entirely are the bulletin boards student-created and student-composed. The librarian suggests, but the development rests with the student helpers.

Guidepost To Learning

The librarian correlates her bulletin board themes with the teachers' projects and class units. This procedure has proved to have successful power in aiding the students in enriching their scope of knowledge.

The board is a guidepost to reading and therefore is the most important guidepost of all to learning. The board has directed the tastes of many students to wider, wealthier areas of consumption in reading. It has elevated low reading habits into channels of higher standards.

Materials Center

As the library is a materials center so the bulletin board utilizes a diversity of materials other than book jackets to captivate the children's desire.

Unusual and creative materials are used to enhance the allure of the bulletin board's message. The basic background may be corrugated cardboard, but the decorations are as tasty as the frosting on a cake. The materials may be a bunch of autumn leaves, an apple red, or a fossilized sea shell. There is no limit to the variety of frostings! A three-dimensional sculptured paper scroll, a real mesquite tree limb worked into a mobile, a bit of cloth and a dime store figurine — all are used in ingenious characterizations to direct and fv!fill the child's reading needs and desires.

Super Salesmanship

Mrs. Haug knows that an attractive package helps to sell the article. She applies this well-known trade gimmick to sell the good in books. This Creighton School librarian in her prolific use of the bulletin board has proved herself the super salesman.

The volume of check-out and turn-over of books and the increased demand for more and better books lead Mrs. Haug to state, "It pays to advertise." IS IT ETHICAL . . . for a teacher to do part time work which the community does not think acceptable for a professional person?



THE BEGINNING SALARY of \$4,000 was not quite enough to pay the bills now that the new baby with his attendant expenses had come to teacher Jim Norris.

Accordingly, he looked about for a job and found one. It paid well, too, required his attendance only on Friday and Saturday nights and was twenty miles away from the town in which Jim taught science.

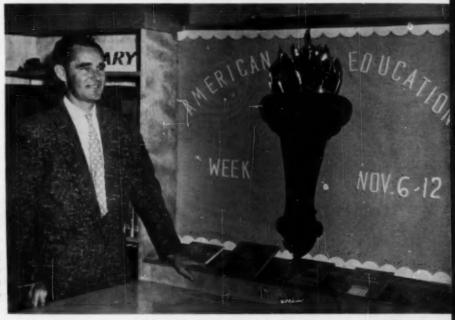
However, one Saturday evening, some taxpayers from the town in which Jim taught came to the Green Peacock Night Club. They were not pleased to see Jim tending bar there. They made their displeasure known to the school board. Jim was told, as a result, that he must either give up his job in the night club or resign.

Did the school board have the right to request his resignation? Was it ethical for Jim to accept this type of outside employment?

Fourth Principle: The members of the teaching profession have inescapable obligations with respect to employment. These obligations are nearly always shared employer-employee responsibilities based upon mutual respect and good faith.

—AEA - NEA Code of Ethics.

are as tasty as the frosting on a cake. Creighton PTA President, Bryan B. Hoover, visits the library during Amer-The materials may be a bunch of ican Education Week.





A typical front page of TEA's newspaper, "The Blackboard."

By Joseph Stocker

When, on a day in November, 1959, a lively-looking newspaper calling itself "The Blackboard" appeared on Tucson newsstands and in Tucson mailboxes, a significant bit of educational history was made.

For the first time in Arizona a local education association had crossed over from the status of a purely voluntary group to one having a full-time staff. And it had started publication of a newspaper to carry to the general public the story of what Tucson's teachers were doing. This was "The Blackboard." And the association in question — as you've doubtless surmised by now — is the Tucson Education Association.

The story of TEA is the story of growth — not only numerical growth but growth in professional consciousness on the part of Tucson's teachers and administrators.

The story dates back to the days of World War I, when TEA was founded by the approximately 20 teachers then in the system. Its birth came with the writing of a constitution by a committee made up of Mrs. Anne Rogers, Alice Vail and the late Mrs. Mary (Duffy) Collins. They put it together after school one afternoon, seated on lumber stacked on the stage of what is now Roskruge Junior High School Auditorium. Tucson was a "city" of 12,000 then.

As Tucson grew, so did TEA. Year by year the ranks of teachers in Tucson District 1 - combining elementary, junior high and high schools - continued to

TEA

The Success Story of a Local Association

swell and the pace of growth accelerated greatly as Arizona's postwar population boom rolled in.

At last, in the fall of 1958, the leaders of TEA decided that a drastic move was in order. The association had grown so large (it is the largest local in AEA) that its officers found it impossible to perform their teaching duties and do their voluntary sparetime work for the association, too. They had a part-time secretary, but that was not enough.

They began to give thought, therefore, to the possibility of graduating to a "full-time status" — that is, employing a full-time executive secretary. They moved cautiously, however, knowing that it was an expensive and complex move and one fraught with difficulties. Queries were sent to other cities around the country in which similar operations had been set up by local associations. Much information was assembled and studied before a decision was made.

Finally the proposal was submitted to the membership in the form of a constitutional amendment, in the spring of 1959. If adopted, it would bring about a rise in local dues from \$3.50 to \$15 a month.

On the first balloting the amendment was defeated by six votes. But this excluded the votes of members in two different schools, whose ballots arrived after the official deadline and thus could not be counted.

Two weeks later the question was voted on again

and mustered the necessary two-thirds vote by an ample margin. (As a result of that decision plus the subsequent decision of the 1960 Delegate Assembly to increase state dues from \$14 to \$20 for an expanded program, TEA members are now paying a total of \$45 in local-AEA-NEA dues.)

The executive board invited applications for the new post of executive secretary and, after careful consideration, employed Ellsworth Moe, former Tucson newspaperman. Mr. Moe, North Dakota-born but a graduate of the University of Arizona and a long-time Tucsonan, had worked on newspapers in Tucson and Bisbee and was head of a public relations firm in Tucson. One of the main reasons for the choice of a trained newsman and publicist as executive secretary was to improve communications between teachers and public and to get over the story of what Tucson's schools and teachers were doing.

The Blackboard

Accordingly, one of the first projects launched under TEA's expanded program was its newspaper, "The Blackboard," published not for teachers but for the public. It is full of colorful, well-written articles about developments in education having special meaning for students and their parents, special achievements of Tucson's teachers and professional activities of teachers in Tucson and the state. The newspaper carries advertising, sells for 25 cents and is available on newsstands and through subscriptions.

"Publication of 'The Blackboard' came about," said Milton Agte, Rincon High School teacher who currently is president of TEA, "after we met with the school board and asked for a 10 per cent increase in salaries in 1959. The board replied that it could only increase salaries to the extent that the public was ready to pay for them. So we started our newspaper to tell the story of what education is accomplishing in this area, to

show that teachers are doing a worthwhile job. What we're trying to do, through "The Blackboard,' is build public respect for our profession."

"The Blackboard" has won kudos from several sources outside Arizona. The American Society of Association Executives, for instance, pronounced it "one of the best" in a non-competitive critique of different association publications.

TEA also publishes a mimeographed newsletter strictly for members, to keep them posted on association business and professional happenings in Tucson.

But public relations are not the sole concern of the Tucson association and its full-time executive. TEA is working effectively in many different areas.

One of its most successful undertakings is an annual orientation program for new teachers. This year it involved a meeting at a downtown hotel, a luncheon, style show and swimming party at a major motor hotel, a formal reception by school officials and TEA officers, a dance and a chartered-bus trip to Nogales. Through TEA's effort, local businessmen and civic groups contribute several hundred dollars in special materials and provide facilities for various functions connected with this orientation.

Annually also TEA puts on a "Laurels Night" at which it honors retiring teachers, its own outgoing presidents and people and institutions that have made signal contributions to education.

There is an active human relations program. It is the channel through which Tucson's teachers have worked with others in the community to help bring about elementary school desegregation (first in Arizona) and break down racial and religious discrimination in places of public accommodation, such as hotels and restaurants.

There is also a continuing political-action effort with-

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Office scene — Tucson Education Association: Mrs. Helen Massingill, office secretary, takes a moment from her mimeograph chores to answer a question about the membership list for President Milton Agte (center) and Executive Secretary Ellsworth Moe. Mr. Agte is an English teacher at Tucson's Rincon High School.



This is the first in a series of articles on Arizona's state universities and college. The next — on Arizona State University at Tempe — will appear in our March issue.

Frank Davidson, graduate assistant at the University of Arizona, adjusts the filament on one of the university's two electron microscopes. They are the only such instruments in the state and provide highly useful tools for biological research and training, since they make it possible for the human eye to see the smallest living micro-organisms — the viruses.



The University of Arizona...And Hov

By Joseph Stocker

A renowned visiting scientist emerged from one of the many new buildings on the campus of the University of Arizona at Tucson not long ago. He turned around to peer once again at the edifice he had just left. Then to his companion he said with genuine wonderment:

"I wouldn't have believed it if I hadn't seen it with my own eyes."

What he had expected to see were ordinary and rudimentary courses in biology being taught in some obscure building on a hot, sand-blown little campus in the middle of the Arizona desert. Instead he had found a big, vital, sophistica's duniversity, teeming with students. And he had just had a tour of its new Biological Sciences building, with its flourishing program of teaching and research in bacteriology and medical technology. The program was being conducted by some of the most respected men in the field. One was the world's leading authority on electron microscopy. Another was a noted microbiologist.

That visiting scientist was not the only person to be startled by what is going on these days at the U. of A. A lot of people come away from the university's burgeoning campus with a Dorothy-in-Oz look on their faces. Especially is this true of alumni and former professors. Many of them remember the U. of A. as it was, say, 20 years ago — a not-overly-distinguished South-

western school with a handful of buildings and about 3,000 people – students and faculty.

Today the campus flows eastward, northeastward and southeastward from the main entrance at 3rd and Park for a distance of many blocks. It encompasses a full 122 acres (compared to 68 acres 10 years ago). Its 10 colleges, dozens of departments and scores of classrooms and laboratories are spread through 55 buildings, many of them multi-storied, 20 of them built in just the last nine years. And while Arizona's population has been exploding, so has the U. of A.'s enrollment, which stands today at an almost incredible 14,722 (12,518 on campus).

There's more to the story than purely physical expansion, however. Along with that, the university has been growing in many of the ways that give an institution of higher learning real stature in the academic world.

Research

One such area of growth has been research. In less than a half-dozen years the U. of A. has developed into a major Southwestern research center, doing work that is watched with interest by scientists everywhere. A measure of its status in this field is the amount of money received for "sponsored" research from sources outside the university — foundations, firms, individuals and the like. Five years ago the U. of A. got \$323,000 for such research. Last year the figure was nearly \$3½ million.

cons serv alon roor Much of the research has direct value for Arizona and its people. There is important work going on, for instance, in the utilization of arid lands. Researchers from five major scientific fields are pooling their efforts to learn more about how man may live in and make use of the kind of arid environment of which Arizona is so typical. And since arid lands make up about one-third of the earth's surface, the research has significance far beyond Arizona's boundaries.

One aspect of this investigation is an inquiry into the nature of the atmosphere. What causes rain? How do clouds form? How can the sun's heat — that enormous and largely wasted fount of energy — be put to work for mankind? These questions, and many others related to them, are being explored at the U. of A. by its Institute of Atmospheric Physics. The answers that turn up may prove an incalculable boon to much of the human race.

In the field of astronomy, the university is doing vital nuclear-age research in measuring the brightness of stars by means of photoelectric photometry. This study has revealed much about the physical conditions inside stars — the only places in nature where the processes of nuclear fusion take place automatically and continuously.

It Grew



ection of the U. of A.'s solar energy laboratory, where research is cted in the direct use of sunshine for heating, cooling and other as to mankind. Note instrumentation at far end of room and tubing the ceiling through which sun-heated water circulates to heat the

An interesting question of cause-and-effect arises in connection with all this research activity: Does the university's growing importance as a research center result - at least in part - from the fact that a number of very distinguished men have joined its faculty? Or have the distinguished men come to it because of its growing importance? Whatever the answer to this chicken-and-egg enigma, there is no gainsaying the stature of the people involved. They include such outstanding men as Dr. Ralph W. G. Wyckoff, a top biochemist and physicist and the world's foremost authority on electron microscopes; Dr. Reuben G. Gustavson, biochemist and former president of the Universities of Colorado and Nebraska, and Dr. Gerard P. Kuiper, former director of the Yerkes Observatory at Chicago and the nation's No. 1 name in planetary astronomy.

Research, however, isn't the only area of growth and change at the university. The College of Education, for example, has a new dean, Dr. Hollis Moore, a dynamic young man with a fine background in educational administration. And to its faculty have been added several new teachers, including one of the truly big names in education — Dr. Ruth Strang, who was for 40 years on the faculty of Teachers' College, Columbia University.

An Asian studies program has been developed, partly with the aid of a Carnegie grant, and plans are in the mill for an African studies program similar to it. Thus the university can make its contribution to the fund of knowledge which Americans must have in order to understand the revolutionary ferment taking place in the under-developed nations. Out of these study programs will emerge young men and women able to assume key positions in diplomacy and industry and help shape enlightened American leadership of the free world.

There's a new University Press, which has already published seven books and seven paperbacks. The College of Law has a new building. New doctorates and master's degrees have been added by a fast-expanding Graduate College. Rapid expansion is taking place in the areas of the humanities and the fine arts.

Managing a University

One might suppose that the job of presiding over so much activity — of managing a university that is shooting out in all directions — would be rather like commanding a naval armada in battle. But if it is, 55-year-old Richard Anderson Harvill seems to be bearing up nicely under the strain.

Since 1951 Dr. Harvill has been president of the university, coming to that post from a long career at various universities, with a wartime digression into OPA administration in Arizona. He has seen the university treble in size, or thereabouts. And most of that growth has taken place under his supervision.

What's it like, sitting on an exploding university?

"It's a pretty thrilling experience," says Dr. Harvill. "It's fascinating, watching the ever-changing nature of the problem."

Tennessee-born and Mississippi-educated, Dr. Harvill still speaks with an accent redolent of magnolia and hominy grits. He has a lazy southern look about him which his associates say can be as misleading as a desert mirage.

"That sleepy, relaxed, gentle approach fools people," said one of them. "Down under it is a bear trap which can go off with a snap. He can blow his stack in magnificent fashion, peel hides off right and left and put to shame any top sergeant in the whole army. Fifteen minutes later it's all over. This amazes people who don't know Dick Harvill, because he's such a gentle guy.

"Also he has an outstanding capability for good old sweaty hard work. He probably works harder at his job than anybody on the campus. He's often at work by 7 in the morning, and I've seen him leave his office as late as 11:30 at night. It's in his nature. He fusses and frets if he isn't on top of his job at all times.

"Another thing: He commands a very widespread loyalty here. I've often tried to analyze the reason why, and I think it's because he's determined to make this place the best possible institution, in spite of whatever handicaps there might be. He assumes that everybody, regardless of position, has the same dedicated approach that he has, and you'd be surprised how well that works. He communicates a kind of passion for the university and for the state."

It is in the nature of things that a man capable of communicating "a kind of passion" for his university and state should have some strong feelings about education. One of his deeply-held opinions is that while a university should recognize the especially able student and move him along toward a degree faster than others, it should not neglect the less-than-brilliant.

"We think the door ought not to be closed to any student who can do creditable work," he says. "It's just as important to let the student with average ability or less develop to the fullest extent possible as it is to encourage the talented ones. If we have exceptionally well-prepared leaders in our country and don't have people following who can understand what the leaders are doing, we're in a bad way.

"Somebody once said that in the last century England produced leaders, Germany produced followers and the United States produced citizens. What we also did, in the last century and the first part of this one, was develop our abilities to produce, raise our standard of living and permit social mobility. Now we have to accelerate our efforts educationally, because we have had to assume a position of leadership in the world."

Dr. Harvill also has deep feelings about the problem of recruiting enough faculty, and of the desirable caliber, to accommodate a swiftly-growing university. Able people, with the necessary degrees, succumb all too often to the lures of industry — higher salaries and more generous perquisites — and the universities are left begging. "The number of replacements into faculties," says Dr. Harvill, "is not even enough to replace those who die or retire."

That the U. of A. will require very considerable additions to its faculty goes without saying. Its president sees its enrollment soaring to more than 20,000 within the next 10 years. "But," he says, "a university of 20,000 to 25,000 doesn't alarm me a bit. Many universities now have 20,000 students and will grow to 30,000 and 50,000. There are advantages to a big university, in — for example — the kinds of talent which it can afford and to which its students can be exposed."

But Dick Harvill isn't so preoccupied with problems of growth and change in Arizona as to overlook the deeper values of the state in which he has lived, worked and built for more than 20 years. This fact was rather nicely illustrated by something that happened not long ago. Dr. Harvill was requested by a large oil company to write an essay to go with a scenic poster showing a portion of the White Mountains, with the Black River flowing through a grove of yellow aspen. The poster was to be distributed through the company's filling stations.

Dr. Harvill could have written just another passing bit of fluff about the White Mountain country and its pretty yellow aspen and let it go at that. After all, it was his name on the piece that mattered most to the oil company. But he wasn't content with that. "I want it really to say something about Arizona," he explained to an assistant with whom he discussed the matter.

When the poster finally came out, it did indeed say something about Arizona. It bespoke Dick Harvill's deep feeling for Arizona and what it can give mankind. Recalling that Coronado and his men passed close by the White Mountains in their fruitless search for gold, the president of the U. of A. wrote: "These trees, this stream, the golden sunlight are symbols of forces greater than man's material desires. Each is an integral part of the contrasting pattern nature weaves for those who will view it and grow larger in mind and spirit from the experience . . . Modern man needs such areas. They offer needed assurance that in a trouble-torn world natural values and the spiritual satisfaction they yield are as unchanging as the cycle of the seasons. A mountain stream, an aspen in golden autumn dress - these are riches of far greater value than those sought by Coronado."

An imaginative photographer caught this view of Peter R. Marroney, head of the U. of A.'s drama department, coaching a student dramatic group in the new College of Fine Arts auditorium while it was still under construction a year or so ago. Seats had not yet been installed, and the rising steps of the naked auditorium might be viewed as a symbol of both the physical growth and growing stature of the entire university.



Certification As An Instrumentality

(Morals Can Be Drawn) From Past Uses)

By L. D. Haskew

The right to work is one of man's most precious liberties. Limitation of that liberty is to be undertaken only with fear and trembling. The right to employ and to discharge is likewise an integral component of the fabrics of free enterprise and individual autonomy. To invade that right is to shoulder serious responsibilities. The right to design and execute educational programs is a precious possession of the individual college or university, inextricably bound up with the maintenance of institutional dignity and integrity. To apply external controls to how the college must design its curricula is to disturb the roots of freedom which feed higher education.

Justifications

Legal certification of school employees by state government, therefore, demands justification. The *first* justification is public self-protection. Legal certification had its origin in a desire to afford protection against the unfit.

The second justification is to be found in that very dangerous but very inspiring phrase, "to promote the common welfare." Legal sanctions are deemed necessary, always within highly controversial limits, to assure what the majority deems to be progress.

The *third* justification is frankly pragmatic. It has been discovered, folk wisdom says, that individual human nature cannot be trusted completely — at least not yet. Therefore,

this argument runs, there must be state-level, universal regulations, criteria, standards, and sanctions.

The fourth fundamental justification is typically American. It is that standardization usually improves over-all quality, that human freedom finds it best expression in some orderly structure.

But each of these four doctrines is as dangerous as it is beneficent. The gospel of protection is the sire of the police state as well as of quarantine laws. "The common welfare" has been the battle cry of bigots and dictators and just plain mistaken people as often as it has been the watchword for great statesmen. Standardization can become a god as readily as it can become a servant, a producer of mediocrity as effectively as a producer of excellence. May I say as emphatically as I know how, these justifications give life to certification, but they do not give it license.

Used As A Tool

Once alive, legal certification of school employees by state government became an instrumentality, a tool. It has produced effects which are little short of marvelous, and it has failed to produce other much-desired results. The important point is that certification is not a self-directing organism but an instrumentality. That is, the two important aspects of certification are its character as a tool and the uses to which it is put.

Much of the character of certification stems from the uses to which it has already been put. It should be worthwhile to examine just a few of those uses.

Although certification is ordinarily known as "that instrument which makes you take some courses in education before you can teach," its chief utility has been in raising the level of general college preparation and in strengthening the possession of subject-matter specialization by those who enter upon teaching as a vocation.

Certification has not yet been developed into a very effective instrument for improving general education and specialized preparation, however. Until quite recently, such attempts have taken the form of specifving course titles, semester hours, distributions of fields, and so forth, upon a college transcript which was to be evaluated by a state department official. With the development of the approved-program modification of the certification tool within recent years, however, there have come encouraging evidences that we may now have an instrumentality which can make a much better attack on the matter of substance.

A second persistent use has been that of establishing indentifiable and traditional minimal criteria for employment. The teacher of today has at least gone through some motions of getting ready for his job, or else he is not hired. One school of thought contends that this holds true because shrewd and ruthless special interests, namely, you and me, have foisted an artificial union-card deal upon an unsuspecting public. I prefer to think, for obvious reasons, that the product sells because it has more merit than any other, and fewer demerits than merits. Whatever the reason, the fact remains that certification has been used to establish quite universally a criterion for exclusion from opportunity to teach. What an awesome responsibility!

The third use I shall name is a direct offshoot of success with the preceding one. To be blunt, certification has been used to force specialization on would-be specialists. It has been used to distinguish kindergarten teachers from first-grade teachers, principals from superintendents, counselors from classroom teachers, and so on and

on. Such usage has become so common that it is almost automatic; specialists consider it the only route to get themselves recognized; colleges consider it the normal means to secure patronage for a special curriculum. Lamentably, I am not able to say that certification has been used to force competence upon specialists. But it is used to force specializations within which, at least conceivably, competence could arise.

Certification has been used to influence the structure of collegiate programs. Probably no other one thing has had as much influence upon the actual collegiate practice of teacher education today as have the processes and requirements for teacher certification. Moreover, collegiate practice has had equally as much to do with existing certification regulations and practices. It is no accident that college students do not say, "I am enrolled in teacher education," but instead, "I'm working toward my teaching certificate." A few brave and promising departures in the education of teachers may have died aborning because certification regulations stood in the way. Many, many collegiate patterns for teacher education may track religiously the literal words of certification requirements. In both cases, certification is being used as a tool to shape the education of teachers.

Chief Influence

Certification's chief influence upon teacher education, however, has not arisen from statements of regulations and definitions, but from the processes employed in arriving at or modifying those statements. It has served as the catalytic agent to bring about highly beneficial communications between the firing line — the organized profession — and the production line. To it can be given much of the credit for the rapidly growing conception of teacher education as a joint endeavor of many groups.

Finally, certification has been used to establish the study of education as a process and the practice of education as an accomplishment as essential components of being prepared to teach. Education (with a capital E) is supposed to make an essential contribution to the certified teacher. Its quality and ap-

propriateness should be discussed at great length, but time forbids more than this summary statement of one man's opinion: The discipline of Education, with all its faults, is so well established and valuable today that it could get along without certification much better than certification can get along without Education.

Morals Drawn

The two important aspects, then, of certification are its character as a tool and its use as an instrumentality. Some morals may be drawn from the past use of teacher certification in this country. Please forgive the apparent authoritarianism; I intend to be challenging but must be terse.

1. Certification is a mass instrument, not a precision tool. It deals most successfully with total populations, total configurations, total levels. Success goes down in direct proportion to its attempt to deal with individuals, with specifics, with exceptions.

2. Certification is kept vital and constructive by the spirit, not the letter, of the law. Therefore, those procedures which rely as much as possible upon the cultivation of spirit are most likely to succeed; those which add jots and tittles to the law are most likely to fail.

3. Certification regulations and their enforcement are always the results of political decisions, of attempted reconciliations of irreconciliables. The other side is not always crazy or antediluvian. The search for what will work may be as important as the contention for what you know is the only answer.

4. The processes by which certification is formulated and by which its procedures are carried forward are more important in bringing about actual improvements than the regulations and procedures themselves. At its best, certification is a vehicle rather than a road map.

5. Certification is a weak tool when used alone and when used for purposes for which it is unsuited. Certification is at its best when it is an integral part of a trilogy composed of the accreditation of institutions for teacher education, teacher education itself, and certification.

6. Certification is a weak reed with which to prop up incompetent

or indifferent employers. In the long run, a certificate can never substitute for constructive and intelligent personnel policies at the local district level, and we would be much better off if we worked on those policies rather than upon attempted substitutes through the force of certification.

7. Certification can never rise in its effectiveness much above the understanding of its rationale and intent by members of the organized profession, by college professors, and by school administrators. Nit-picking criticism is a certain guarantee of small-time certification strategy. The profession can do itself, but more importantly all of America, a great service by coming out of the last century in its conceptions of and participation in constructive employment of the certification tool.

8. The greatest single deterrent to satisfactory teacher certification regulations is the existence of thousands of weak, small school districts and especially those with weak high schools. To keep those schoolhouse doors open, we engage in tempering the wind to the shorn lamb. As a result, certification can seldom be used as a challenge to even the mediocre; the story of the certified teacher being a competent teacher remains in the realm of fiction. Thus, much of the potential utility of certification as a school-improvement device is lost and much of its chance to be a challenge to colleges goes by the board. This is a heavy price to pay to keep the nineteenth century alive in the twentieth.

 Accreditation is a much better tool to use in affecting the content and quality of college programs than is certification. Let's capitalize the strengths of colleges by putting program-planning largely in their hands, rather than writing a college catalogue for them with certification regulations.

10. Finally, certification must be a tool which comes out in many experimental models. We might use examinations to do what we now rely upon semester hours to do. We might try out a dozen other ideas, Not yet have we attained even satisfaction, much less perfection.

And that leads to the closing note. Certification is here to stay, chiefly because it has earned its right to

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The N E A President Visits Arizona

For three mid-November days a brilliant and charming lady who heads up the largest professional organization in the nation — our own NEA — traveled across Arizona, making friends for education and talking shop with her fellow teachers.

It was a whirlwind schedule that AEA's staff had ready for Clarice Kline when she flew into Phoenix the evening of November 14. But she was equal to the assignment. At dawn the next day Miss Kline was up to be interviewed by first one Phoenix paper and then, immediately afterward, the other. Following a quick breakfast, she was off to Yuma by car with Warner Dixon of Prescott, AEA president, and three staff members — Executive Secretary Dix Price, Assistant Executive Secretary Nell Wilcoxen and Public Relations Assistant Joe Stocker.

The Yuma Education Association stood ready to make the most of Miss Kline's visit. At mid-afternoon she addressed the teachers of Yuma at a meeting in the auditorium of Yuma Union High School presided over by Ruth Foster, Yuma member of AEA's executive committee. Then she was sped across the Colorado River and eight miles into California for an appearance on KIVA-TV, the Yuma television station which serves both Yuma and the Imperial Valley of California. The telecast was arranged by Tom Clarkin, teacher and

Three prominent Yuma citizens posed with visiting education association leaders during a Community Education Dinner there on November 15. Seated, left to right, are Miss Clarice Kline, president of NEA and principal speaker at the dinner, and Warren Sirrine, superintendent of the Yuma Union High School district. Standing, from left, are Warner Dixon of Prescott, president of AEA; State Sen. Harold Giss of Yuma, and Pete Woodard, superintendent of Yuma District 1. (Photo by Pam Messenger, Yuma Daily Sun.)



January, 1961

public relations specialist at Yuma Union High School.

The telecast over, Miss Kline was whisked back to Yuma for her major engagement - an address before a Community Education Dinner. The dinner was given under the joint sponsorship of the Yuma Education Association, AEA and NEA for community leaders, its object to express thanks in behalf of the schools and the teachers for public support of education. Warren Sirrine, superintendent of the Yuma Union High School district, was in charge of arrangements. Pete Woodard, superintendent of Yuma District 1, served as master of ceremonies.

Tucson Events

The following morning Miss Kline was driven to Tucson, and there another whirl of events got under way. The attractive Waukesha, Wis., teacher was interviewed by both Tucson newspapers as well as by the Tucson correspondent of one of the Phoenix papers. There were two telecasts and a radio broadcast, arranged by Ellsworth Moe, executive secretary of the Tucson Education Association. And once again the day was climaxed with a dinner and a speech by Miss Kline. This time the dinner was attended by teachers in the Tucson schools and local association presidents of the area.

The next day saw NEA's president speeding on to Safford to address the teachers of Graham County and another Community Education Dinner, involving not only Safford but also Clifton and Morenci. Lafe Nelson, superintendent of schools at Safford, was in charge of arrangements, assisted by Matt Gibson, president of the Safford Education Association, and Neal Nichols, president of the Morenci Education Association.

That night Miss Kline was driven back to Phoenix, and the next morning she boarded a plane bound for Oklahoma and more public appearances.

In her formal talks the head of NEA touched on a number of different problems confronting education in America.

On finance: "All the issues that tend to complicate the problem of finance can be resolved if we will keep this simple truth in mind: To appropriate enough American money — secured by any and all levels

of government — to educate American children. We can afford good schools. What we cannot afford is ignorance."

Community attitudes: "An NEA research study . . . warns that there are negative factors which, if permitted to exist, can be powerful in reducing the quality of education even in the face of high expenditures. These include an indifferent community attitude toward education, improper methods of teacher selection and meaningless quarreling over school policy. It is imperative, therefore, that Americans decide the kind of educational opportunities they want for their children and that they use the resources and knowledge of the teaching profession in making the evaluation.

On quality in education: "First, in the community and in the home, as well as in the school, there must be honest and frank respect for and interest in learning. If nobody at home ever reads a book, why should Johnny be expected to think this is important? Secondly, the range of subject matter and activities must be great enough for children of all the various ability levels. We dare not fall into the serious error of compelling everyone to take exactly the same subjects at exactly the same speed and degree of difficulty. Third, we must recognize that learn-



Learning takes many forms.

ing takes place in many places and under many circumstances. The girls' athletic association need not be a frill. Valuable lessons are learned there by those who participate. Likewise many of the so-called 'play' activities of the primary grades or 'the clubs and activities that are a famil-

iar part of the secondary school program."

As head of AEA, Mr. Dixon expressed gratification at the results of Miss Kline's visit to Arizona.

To many people Clarice Kline is a symbol of our profession and of our professional association, and we couldn't want a finer symbol," said Mr. Dixon. "Her appearances in various parts of our state inevitably strengthened the bridges of communication between the schools and the people who support them. And while publicity wasn't the first consideration, literally columns of publicity followed in the wake of Miss Kline's tour, and this could not but have benefited education. For the things she said, both in the press and in her appearances on TV and radio, were the constructive things that we as educators like to have said - the kind of things that build education rather than tear it down.

"We in Arizona are most grateful to Clarice Kline."

A Good Teacher Never Goes Out of Style

Teachers come in all assorted sizes, forms, shapes and ages, and wear clothes to match their many and varied personalities, but one thing is certain. A good teacher never goes out of style.

Teaching is an occupation where true, happy survival is based on being, first of all, a human being eversensitive to the needs of the many and varied individuals he works with.

If you are primarily a human being, you will always be young and pretty in the eyes of your students; and your first grader might even be so bold as to ask you to marry him or her on your 25th anniversary of teaching with no serious consideration for your age or your outside appearance. It's what's inside that counts.

Good teachers should never worry as the years roll by. They will always be in style and will continue to increase their knowledge, wisdom, and effectiveness; for education is a continuous process that has no barriers for creative minds.

School Administrators Announce Conference

Following its traditional pattern of holding regional conventions every third year, the American Association of School Administrators has announced preliminary plans for the 1961 meetings to be held in San Francisco, February 25-28, St. Louis, March 11-14, and Philadelphia, March 25-28.

Something new will be added this year. AASA Executive Secretary Finis E. Engleman reports that the program will depart from formats of the past. At four of the seven general sessions during the regional meetings, speaker-analyst teams will explore disciplines related to education, each member of a team looking at a particular discipline from a different side of the coin.

AASA President Forrest E. Conner, superintendent of schools, St. Paul, Minnesota, has chosen the following topics for exploration mental health, economics, political science and government, and social anthropology. Each speaker, a recognized authority in his profession. will highlight the most recent developments in his field without comment on the implications for education. The analyst, a school administrator, taking his cue from preceding remarks, will then explore the implications of those developments for education.

International Views

Another of the general sessions will give high priority to the international scene. Four educators from other nations, representing the United Kingdom, the Arab-speaking world, central Europe, and the Orient, will tell AASA members about progress being made in their countries in the field of education.

Large sectional meetings will be held twice during each of the conventions, on Sunday afternoon and on Monday morning. The AASA architectural exhibit, as well as the educational exhibits, will be shown in each of the three cities. The 1961 resolutions and the four proposed amendments to the AASA Constitution and AASA Bylaws will be presented for voting by members attending each convention.

Why Keep Them In School?

By James P. Mitchell Secretary of Labor

This winter, some 41 million boys and girls will be shaping their futures in classrooms scattered across the entire face of America. Because their futures are linked inseparably to the future of the Nation itself, they are the very serious concern of the U. S. Department of Labor.

Two vital facts serve to underline that concern:

During the decade ahead, 26 million young people will enter the labor force. And 7½ million of them, it is anticipated, will leave school without a high school diploma; 2½ million of them without having completed even the 8th grade.

In the face of these facts, we note that the labor market into which these youths will be entering is one geared to a business and industrial machine growing yearly in complexity and skill requirements. Employment opportunities for the untrained, unskilled, uneducated are in an era of accelerated decline.

At a point in history at which effective utilization of existing manpower is in the highest interest of our national strength, the problem of the school drop-out has come to reflect a national, as well as a personal tragedy.

Familiar Problems

On the personal level, the pattern and problems of the drop-out are familiar ones. His employment horizon is almost wholly limited to low-paying, unskilled jobs (declining in numbers as they are), and he often has difficulty holding even these. His delinquency rate is estimated to be 10 times as high as that of the high school graduate. He is the victim of long and frequent periods of unemployment, and he and his family often prove a drain on the resources of the community.

In search of solutions, the Department of Labor has given this problem a great deal of study. Our conclusions come down to four basic points.

— Drop-outs by no means form a neat, homogeneous group with their own unique set of problems. They leave school under a vast variety of personal circumstances, and for an amazing variety of reasons.

— Drop-outs should not be charged as exclusively the fault of the secondary school. The problems which lead to leaving school early begin, and are often clearly apparent, in the elementary grades.

Degree Of Consistency

— The oft-expressed dissatisfaction of the drop-out with the school programs offered does not necessarily reflect mere rationalization on his part. Their complaints carry a degree of consistency which suggests that there might be some merit in specially designed curricula for these youths.

— Finally, and most important, it is highly probable that a good share of the drop-outs studied by the Department might have made the grade as skilled craftsmen — if they had remained to receive a high school diploma and become eligible for training in these fields.

It is my belief that facts such as these merit the deep consideration of every teacher in America. They demonstrate that there exist fertile grounds for progress in what has been an area of unconscionable human waste. They challenge the Nation's teachers to make effective use of the vast power of their influence over the minds and hearts of our youth. And if through the acceptance of that challenge even a small percentage of the predicted 7% million school leavers can be kept in their classrooms until high school graduation day, America can feel significantly better prepared for the continuing world struggle ahead.

in TEA. Members are given special NEA materials which provide guidance in this area and they are kept posted on legislative matters affecting education so they can make their feelings known to their legislators. In the recent general election campaign an Educators' Citizenship Council was organized — not under TEA auspices but with leadership coming from among TEA's members — to find out where the various candidates for office stood on issues affecting the schools.

A public session was held on the patio of a large hotel at which 17 nominees for state and national offices answered teachers' questions as the Tucson press listened. "It was the first time that people from all the Tucson area associations and University of Arizona organized an effort like this and put the candidates on the spot," said Mr. Moe. "Politicians in this area know that teachers are interested now and that they have achieved a new political sophistication."

Salary-wise, Tucson's schools have made great progress. "We have an excellent relationship with the school board and we are moving toward professional salaries more rapidly than many other cities," said Mr. Agte. "Much of this is due to the fact that we have been able to establish ourselves as friends in the eyes of the board members. There is understanding between us, and the board and superintendent recognize teaching as a profession and TEA as a professional association."

Along with seeking to improve the economic status of teachers, TEA strives to upgrade the quality of education. Hence its TEPS committee is a vital force. One of the committee's main concerns is the College of Education at the University of Arizona. Last year Miss Jean Hansen, who was then president of TEA, and the presidents of three other education associations in the Tucson area met with Dr. Richard A. Harvill, president of the university, in a move to establish closer liaison so that the teachers might help improve the College of Education. One of the fruits of this conference has

been a good rapport between Tucson teachers on the one hand and the new dean of the College of Education, Dr. Hollis Moore.

Other TEA activities include a blood bank, continuing efforts to improve teachers' retirement and a program whereby TEA gives a \$400 scholarship annually to one graduate of each of Tucson's four high schools.

"A crucial factor in the development of our association has been its recognition that the education profession requires nationwide unity for professional advancement. It cannot be achieved by a 'we'll go-it-alone' philosophy," Mr. Agte said. "And we practice what we preach."

This year alone, TEA's members will contribute more than \$30,000 in dues to AEA and more than \$15,000 in dues to NEA, while it keeps \$22,500 for its own operations. And TEA members contribute a great deal of their personal time to AEA activities as officers, directors, committee members and chairmen of the state organization. TEA adopted a unified dues agreement with AEA in 1944 and now all its members are participants in the overall professional organization — TEA-AEA-NEA.

TEA had well over 1,500 members at this writing, out of a potential of 1,834. It rents office space in the Technical and Vocational Building of Tucson High School, where Mr. Moe conducts the group's operations with the assistance of a secretary, Mrs. Helen Massingill.

Ultimately it hopes to construct its own building, which would contain apartments for both working and retired teachers and provide office space for the association itself. This is a large ambition. But the Tucson Education Association has a way of tackling big jobs and then getting them done. Call it what you will — espirit de corps, professional awareness or just plain energy. The teachers seem to have plenty of it out Tucson way.

Tips for Substitutes

By Muriel K. Mersky

1. Make sure your home affairs are in order each night before school. This is a primary requisite. You never know when that early morning call will come through, although you can be reasonably certain that it will come on the day you *least* want to teach.

2. If you are called to the same school fairly regularly, it is a great time- and effort-saver to carry with you various forms such as library passes, attendance slips, washroom passes, sickroom passes (invariably, someone will get a headache in one of your classes!), etc. In this way, you will have more time to spend on your classes. By having all the necessary paraphernalia, you eliminate much of the confusion which is

synonymous with the entrance of a substitute teacher.

Regarding Dress

3. Wear suitable clothing. Tight clothing is taboo. Conversely, clothing that is too loose may cause female snickers behind your back. The female contingent in the high schools is very clothes-conscious, as millions of harassed mothers can tell you better than L.

Short blouses which pull out of your skirt as you write on the black-board are out, too; they look sloppy. I find that simple, shirtwaist dresses, with full skirts, but not too full, or blouses worn with gored skirts, are the best bet, and I keep a small supply of them in one corner of my closet — all ready to go at seven in the morning!

4. Don't be sensitive! Remember, regular teachers have a lot on their minds. They can't always remember that you were there four weeks before and were introduced to you by the head of the department. So. if they don't say "Good Morning, Mrs. Jones" as you pass them in the hall, don't feel slighted. Were the positions reversed, you would experience the same degree of forgetfulness.

By the same token, if you are greeted with: "Who are you?" instead of "How are you?" as you enter the school offices in the morning, try to remember that this is not a personal slur. Naturally, each department member is interested in the welfare and well-being of his colleagues, and the presence of a substitute foretells some kind of mishap.

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ident of Phi Delta Kappa and was influential in reorganizing and revitalizing that fraternity. For more than thirty-five years he was the secretary of the Cleveland Conference, and he played an active role in organizing the annual discussion of this group. In 1955-56 he assisted in organizing The International Reading Association and became its first national president. In addition, he was an active member of the National Education Association, American Association of School Administrators, American Association of University Professors, American Educational Research Association, National Society for the Study of Education, Society for Curriculum Study, and the National Conference on Research in English.

After his retirement from fulltime teaching in 1950 he traveled widely and gave liberally of his time and energy as a lecturer and consultant in the United States, Canada, Egypt, South America, and Europe.

In recent years the requests for his services as a speaker, consultant, and friendly advisor became more numerous than he could accept. He attracted both students and teachers by his friendly as well as his professional approach to their problems. Those who have drawn upon his wisdom and skill feel that they have lost an irreplaceable friend and great teacher.

His many friends and acquaintances will be pleased to know that shortly before his death the University of Chicago honored him by establishing the William S. Gray Research Professorship in Reading.

Sobering Figures

Preliminary counts on the 1960 census reveal that the total population of the United States increased 17.5 percent during the past decade. The Office of Education reports that the school-age (5-17) population rose 45.8 percent during the same period. Because more children are remaining in school longer, enrollment in public and private schools, kindergarten through grade 12, went up 49 percent.

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What Other States Are Doing . . .

The Utah Education Association, which adopted \$17.00 dues back in 1954, has recently voted to raise its annual membership dues to \$22.00.

Discipline, 1960

(From an article in the October, 1960. It Starts In The Classroom)

"Good discipline is more than keeping order" says a public relations newsletter for classroom teachers, and adds, "The trick with discipline is having it without hating it."

The article "Discipline As You Like It" states that the ultimate goal of discipline is to help children develop self-control, self-respect, and respect for property and people around them.

No classroom teacher wants to leave school tired and irritable after a day of reprimands and eagleeyed supervision, said the teacher spokesman, and parents don't want their children to come home from school depressed and defeated. Nor do children want to think of school as a reformatory.

Ten ingredients were enumerated as necessary to fair and effective discipline: firmness, dignity, sympathy, patience, fairness, charity, pleasantness, calmness, confidence, and an objective attitude.

Tips that may help maintain good classroom discipline were named as: · Make your classroom activities in-

- teresting, meaningful and vital. · Know your subject, but don't expect your pupils to know all that you
- know. · Know and practice the fundamentals of classroom management: satisfactory seating, quick checking of attendance, promptness in beginning the work, being on time yourself, well-adjusted lighting and ventilat-

ing. Use student help whenever possible.

· Learn the pupil's problems. It may be more important to you and to the child to "find something" than to "do something."

· Hold to standards but be sure they are standards pupils can meet.

· Dress attractively and neatly, but

not glamourous.

· Be willing to apologize to a pupil if you have treated him unfairly. Don't try to "cover up" in order to "save face." A teacher loses nothing by admitting his error.

Control your temper and your

When discipline fails, punishment is sometimes called for. Frank O. Bauman, director of student teaching at North Dakota Teachers College, gives three rules to keep in mind when punishing children.

· Never bluff. Certainty of punishment is a better deterrent than sev-

• Never punish unjustly. There must be justice tempered by kind-

a Adapt the punishment to the offense in both degree and kind. Extreme severity is sure to react in the wrong way.

How To Act

In dealing with disciplinary measures the newsletter reports one teacher as cautioning: "Children can spot a phoney as far as they can see. Don't be too cordial, too severe, too friendly, too aloof. Don't be anything! Just be yourself."

Reasons For Unruliness

An epidemic of discipline problems in a classroom usually implicates the teacher. For a "cause" underlies each symptom of poor discipline and often problems stem from outside pressures. Sometimes inside pressures. One of these external pressures may be a strong dislike of school. The Association for Supervision and Curriculum Development (NEA) lists some tested reasons for children often disliking

· Subject matter too easy. A bored child will find outlets for his energy.

- · Subject matter too hard. Frustrated by a hopelessly difficult job of learning, a child may give up and become restless and aggressive.
- · Language of teachers too different from that the child is accustomed to. If there is too great a difference between the speech the child is used to on his social plane he may feel inadequate and unwanted.
- Load of assignments too heavy. Emotional strain and guilt feelings stemming from inability to finish

work can make a child create havoc in class.

- Load of assignments too light.
 This may give a child a sense of wasted time and non-accomplishment.
- Assignments badly planned, poorly explained, unfairly judged. Typical behavior pops out in minor irritations.
- Activities too much on verbal level. When growing children must remain quiet for long periods of time, they get restless and noisy.
- Poor timing. A subject requiring serious concentration should not be scheduled following an exciting school event, such as a baseball game.

Not listed by the newsletter but volunteered by educators as contributing reasons for dislike of schools are:

- Unimaginative teaching methods
- Rote recitation exclusively
- · Teachers with ill dispositions
- Consistent sameness in the school day
- Favoritism toward pupils
- Teachers making child's errors too conspicuous

Decorations Help

Variation in room arrangements and decorations can be a big morale booster, one teacher writes and suggests that green growing things not only add to the room decor but offer a safety valve to teachers. "A little walk to the fountain to get water for the plants may save the day for both a restless child and the teacher," she says.

NEA Journal Continues For Full Calendar Year

Do non-members in your school know that the NEA Journal will come to them for one full year from the time they become members?

If a teacher joins in March, for example, he is assured of receiving his Journal through the following March. If he then renews his membership each year, his Journal will come to him through March (the original enrollment date) of the year following his last renewal. Tell your non-members they can't lose by joining now!

Oriental Institute

All interested teachers were invited to attend an Oriental Institute January 14, 1961, from 9:00 a.m. to 4:00 p.m. at North Phoenix High School, 1101 East Thomas Road. A panel of specialists from the University of Arizona presented Foreign Exchange Students from India, China, Japan and Southeast Asia. Tapes, books and films were reviewed.

Sponsoring the institute were:

NEW TITLES

Atomic Energy

Hawaii

Alaska

Time Bees & Wasps

Life under the

Microscope

Dr. Charles Hucker, University of Ari-

Ed. Lichtenberger, Carl Hayden High School, Phoenix, President Arizona Council for the Social Studies.

John Squibb, Cortez High School, Glendale, President Geog. Section Arizona Academy of Science.

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(From Page 20)

stay by a performance which has been little short of phenomenal. Within five decades it has been instrumental in bringing to the teaching profession the right to hold its head up and proclaim itself as one of this nation's top group of performers. The climb was a tough one, but most of us have forgotten that. We take the benefits of legal certification by state governments as matters of course, and find ourselves fretted by the imperfections of the servant who has brought us thus far. To remove these imperfections is our bounden duty, but we must do so with keen awareness of our dependence upon and our debt to this staunch vehicle which has served America so well.

The Stuttering Child

Parents of a school-age stutterer and there is one in every hundred students—will be interested in a helpful article on the subject which appears in the November issue of the NEA Journal, published by the National Education Association. For one thing, says the author, Speech Expert Rex V. Naylor, the stuttering child should not be forced to *hide* his problem. "A calm discussion of some of his stuttering," says Dr. Naylor, "will perhaps help him to break the habit of holding the problem close to him like a guilty secret."

He says in five years of daily contact with stutterers at Walter Reed General Hospital in Washington, D. C., he often encounters adults who have never talked about their stuttering to their parents, to their brothers and sisters, to their friends—not even to their wives! Yet, when encouraged in the speech clinic, they talk about it at great length.

Parents also are warned against individuals or agencies which solicit stutterers for treatment through advertisements in press, magazines, or over the air, or who offer treatment by correspondence.

When speech training facilities are not available at the child's school, Dr. Naylor suggests that parents contact the American Speech and Hearing Association of Washington, D. C., for general information.

AEA Television Shows For 1961

A broad range of subjects, embracing the Conant report on high schools, adult education and exceptional children, is being covered by AEA's first three television shows of the new year.

The series, titled "Let's Talk About Our Schools," is being shown on Channel 10 in Phoenix (KOOL-TV) and Channel 13 in Tucson (KOLD-TV).

On Thursday, January 12, an NEA documentary film, "How Good Are Our Schools? Dr. Conant Reports," was scheduled. It distills the main recommendations for a good comprehensive high school from Dr. Conant's best-selling book, "The American High School." Model programs are shown in action at a high school in Labette County, Kan., and another in Oakland, Calif. Narrating the film is the famed actor, Ralph Bellamy.

On February 9, in a live interview, Dr. Willard Abraham of Arizona State University and Mrs. Laura Ganoung of the Tucson public schools will explore the problem of educating exceptional children in Arizona. They will touch on various aspects of the problem, including the gifted child, the slow learner, and the handicapped. Doctor Abraham is head of the division of special education at ASU and Mrs. Ganoung is director of special education for the Tucson schools.

On March 9 the story of adult education in Arizona will be told, under the tentative title of "Students Who Never Grow Old." As presently planned, the program will present filmed scenes of adult education classes in action. Adult students also will appear, as will several leading educators. The filmed portions are being produced by the Audio-Visual Center at Arizona State University, Tempe, with Dr. Joel Benedict in charge and Nancy Witt as cinematographer.

All the AEA programs are scheduled at 8:30 p.m. and are produced by the association's public relations department in conjunction with the Arizona Television Network, which is donating the time as a public

service.

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THE IMPORTANCE OF ONE VOTE

this country

Thomas Jefferson was elected president by one vote in the electoral college. So was John Quincy Adams.

Rutherford B. Hayes was elected president by one vote. His those five states are Americans by just one vote. election was contested, and it was referred to an electoral commission. Again he won by a single vote.

was a congressman from Indiana, a lawyer who was elected to carry this One Vote History on and on.

Frequently you hear this question: What good will one vote Congress by a margin of just one vote. And that one vote was do? Well one vote has had a lot to do with a lot of things in cast by a client of his who, though desperately ill, insisted on being taken to the polls to vote.

Just one vote gave statehood to California, Idaho, Oregon. Texas and Washington . . . and today all the millions living in

Now you must say that the one vote situation applies only to the past. Well, don't forget that the Draft Act of World The man who cast that deciding vote for President Hayes War II passed the House by just one vote . . . and you can

Science Lecturers Offered Schools

Like to have a skilled lecturer come to your high school to report on new developments in science to your students, teachers and patrons?

This service is available - without cost - from the Traveling Science Institute of the Arizona Academy of Science, which is in its second year of operation under the sponsorship of the National Science Foundation. The Institute provides lecturers who travel to high schools throughout the state - usually on Friday eveningsto present non-technical public lectures in various fields of science. On Saturday mornings there may be informal conferences and demonstrations for teachers and students. In some cases the demonstration kits used by the visiting scientists may be retained as loans to teachers for further use in their classrooms.

The lecturers are members of state college and university faculties and staffs or of the technical and professional staffs of industries and government agencies.

Any high school, of any size, may request a lecturer, and the only limitation is the availability of the speaker selected. Expenses are underwritten by the National Science Foundation. Scientific fields represented are anthropology, archaeology, astronomy, biology, botany, chemistry, engineering, mathematics, microbiology, physics and zoology. Address request to:

> Paul M. Wallack, Director **Traveling Science Institute** Department of Industrial Engineering

Arizona State University Tempe, Arizona

VALENTINE MAILING SERVICE

Here's idea gleaned from the Colorado School Journal in article by Jean Hunt Goudy, Loveland, Colorado teacher

For teachers and all ages of youngsters who want to "add a romantic touch" to their valentines, the post office at Loveland, Colorado postmarks any valentine sent to it in time to remail by February 9 or 10.

Bosidos, the Chamber of Commerce with volunteer helpers and students from the Future Busi-

UGGESTIONS

ness Leaders of America Club at Loveland High School stamps your valentines with a red design of Cupid and verse.

One year Cupid wore boots and a ten gallon hat.

There's no charge for this remailing service. Just see that valentines (letters or packages) are properly addressed, have sufficient postage on them and are mailed under separate cover to Postmaster, Loveland, Colorado.

Young people are sure to enjoy making valentines for parents and grandparents and surprising them by having these sent from Love land, "the Sweetheart Town." PTA attendance might

be sparked for meeting around February 14, by notices mailed from Loveland. Teachers themselves might add fun to invitations for own valentine party.

holesome, deliciou. bright flavor of

> Wrigley's Spearmint Gum. It freshens your taste. And, the smooth chewing aids digestion.

Mark Your Calendar

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February 22-25—American Association of Colleges for Teacher Education annual

meeting, Chicago

Feb. 25-28—AASA Regional Meeting, San
Francisco, Calif.

March 5-8-Annual convention, Association for Higher Education, Chicago

March 11-14—Central regional convention, American Association of School Administrators, St. Louis

March 12-16—Association for Supervision and Curriculum Development annual convention in Chicago

March 17-21—National convention, American Association for Health, Physical Education and Recreation, Atlantic City

March 18-22—Annual convention, NEA Department of Elementary School Principals, Atlantic City

March 27-30—American Personnel and Guidance Association Meeting, Denver, Colorado

April 2-7-Association for Childhood Education, Omaha

April 4-8-Council for Exceptional Children annual convention, Detroit, Mich.

April 16-22-National Library Week

June 15-17-United Business Education Association, Albuquerque

June 25-30-Annual NEA convention, Atlantic City

STATE MEETINGS 1961

Feb. 17-18-AAAVED Meeting

Feb. 24-25—Annual Spring Language Arts Conference, ASU.

March-1st Week-Public Schools Week

March 2-3-AASCD Meeting

March 10-11-Arizona Personnel & Guidance Association Conference

March 18-19-Delta Kappa Gamma State Convention, Tucson

March 23-SNEA Convention, Flagstaff

March 24 p.m.-25—DCT Annual Meeting April 7-8—AEA Delegate Assembly, Phoenix

April 16-19-NEA Regional Instructional Conference, Tucson

April 20-22—Southwest Regional Conference NEA Dept. of Classroom Teachers, Ramada Inn, Phoenix

August 13-16-D.K.G. So. West. Reg. Con. Westward Ho Hotel, Phoenix.

August 20-24-AEA Leaders Conference, Flagstaff

November 3-4-AEA Statewide Convention

NATIONAL MEETINGS 1961

February 11-15—National Association of Secondary School Principals annual convention, Detroit, Mich.

About Our Authors

MRS. GRACE BLOSSOM

Grace Blossom did her first teaching in the public schools of Michigan. In 1948 she accepted a position at the Phoenix Indian School. For the next 11 years she worked with the non-English-speaking Navajo students in the Special Navajo Program. There she worked out a successful application of the direct or oral aural method of teaching English as a second language.

In 1959 she resigned from the Indian Service to teach English at Glendale High School and has continued her research in

curriculum there.

Her "Pilot Study" in this issue is a result of her experience in both schools plus intensive study in the field of linguistics.

DR. L. D. HASKEW

Dr. Haskew is dean of the College of Education, The University of Texas, Austin, Texas. The article on page 19 is an abstract of the keynote address presented before the Fifteenth Annual National Conference of the National Commission on Teacher Education and Professional Standards, held at San Diego State College, San Diego, California, June 21-24, 1960.

MRS. MURIEL MERSKY

Muriel K. Mersky is a regular substitute in the schools of Newton, Massachusetts.

JOSEPH STOCKER

Joseph Stocker is the newly appointed public relations assistant for the Arizona Education Association. Mr. Stocker, a graduate of the University of Oklahoma, has lived in Phoenix since 1946. He served as editorial page editor for the Arizona Times in Phoenix. Since 1949 he has free lanced for national magazines. His articles have appeared in some 90 different publications.

MRS. MARQUERITE BUCHANAN

Mrs. Marguerite Buchanan is a teacher in the Creighton School District. She is a graduate of Arizona State University and has devoted most of her working years to the schools of Arizona.

AEA Committees

Completed committee appointments made by President Dixon included:

Credentials

Harold Fink, Chairman Perry Broz Charles T. Collier Mrs. Irene Fennimore

Elections

Dennis Cawley, Chairman Lon Bellman Harley King Miss Lee Morris Miss Anna Maie Murphy

Resolutions

Donald W. Guyer, Chairman

(From Page 2)

Special Retirement Study
George T. Stewart, Chairman
Lyman Bingham
Herbert Burrows
Ralph Dixon
James Elliott
Dr. J. O. Grimes

Dr. R. M. Howard Mrs. Helen Jeffcott John Kyle Mrs. Sadie Martinez Rodney Weller

Miss Grace Carson

Mrs. Kay Murphy

Virgil Marshall

J. J. Wagoner

Exchange Programs

More than 25 separate agencies sponsor international exchange of teachers, administrators and professors. Some of these agencies are the U. S. government, foreign governments, church-supported missions, private companies, international friendship groups, and overseas private schools.

For example, in the last-named category, there is a total of 73 American privately supported international schools in Europe, Africa and Asia where instruction is in the English language.

A list of all overseas teacher and administrator exchange programs — by name of sponsor, address, description of programs, qualifications for employment, and conditions of work — may be found in the leaflet, "Unusual Teaching Opportunities at Home and Abroad," published by the NEA Committee on International Relations. Write to the NEA, 1201 16th St., N.W., Washington 6, D. C., for a free copy.

John Hay Fellows Program

The John Hay Fellows Program will sponsor three Summer Institutes in the Humanities in July, 1961. The institutes will be held at Bennington College, Vt.; Colorado College, Colo.; and Williams College, Mass.

Approximately 110 public high school teachers and 50 public school administrators will participate in these institutes. In seminars they will read and discuss several significant books; in small classes they will study literature, history, and philosophy. There will also be special work in music and art.

Teachers will be selected from school systems which are interested in making the best possible use of good teachers and in developing practices designed to break educational lock steps. Applicants should have at least five years of high school teaching experience and should not be more than 50 years old. Special invitations will be sent to school administrators.

Each participant will receive \$300 for the four-week period, July 1-29, plus \$60 for each dependent to a maximum of four, and a travel allowance to a maximum of \$100 for each participant. The charge for meals and a room in a dormitory for four weeks will be \$160 for each person.

Participants will come from 20 states and the District of Columbia. The states include Arizona, California, Colorado, Connecticut, Florida, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New Hampshire, New York, Ohio, Oregon, Pennsylvania, Utah, Virginia, and Wisconsin.

Correspondence should be addressed to Charles R. Keller, director, John Hays Fellows Program, 9 Rockefeller Plaza, New York City. Applications will close on Feb. 20, 1961.

Use of Magazines In Classroom Studied

Magazines of general circulation have come to be regarded by classroom teachers as a major teaching aid. Often they are used in the study of current events and this imposes on the publishers the responsibility for being accurate, fair, and objective. These conclusions are expressed in a report by the Research Division of the National Education Association, Magazines in the Classroom, which was recently published by the NEA. The study was made at the request of the Joint Committee of the NEA and the Magazine Publishers Association. It is based on a survey in which more than 900 teachers were asked to describe how they used magazines in the classroom.

Copies of the report are available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., at 40 cents each. Discounts in quantity: 2-9 copies, 10 per cent; 10 or more copies, 20 per cent.

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Yours for the Asking ...

This is your coupon service. You will need and want the materials offered here, so send for them promptly. No requests from children, please. Fill out the coupon completely and print your name and address.

93. Reservation Card for craft films, 12 to 29 minutes in length, on short term loans. Subjects include Copper Enameling, Copper Tooling, Reed and Wrought Iron, Aluminum Designing, Braiding and Lacing and Pencil Magic. (American Handicraft Co.)

94. Folder outlines courses offered in Summer School at Guadalajara, Mexico. Accredited program of the University of Arizona. (Juan B. Rael)

98. Teaching Materials and Services A 12-page brochure listing and describing educational materials and services available from Standard Oil Company of California. 4. Information about a no-risk, no-investment Protected Fund Raising plan used by schools and school groups from Maine to California. (Mason Candies, Inc.)

16. Light and Sight teaching aids for grades 4-5-6, for Jr. High science, for Jr. & Sr. High industrial arts and home economics. Includes teachers guide, Student materials, visual aids. (Better Light Better Sight Bureau)

78. Maupintour Travel Guide lists 20 different tours for 1961 with 150 departure dates to Western Europe, Soviet Union, Middle East and Around the World. 56 pages well illustrated. (Maupintour)

80. Student Travel Europe — 1961 includes 40 pre-planned itineraries which can be used in organizing a student or teacher group. (U. S. National Student Association)

105. Folder describing in detail a 67day "Holiday in Europe." (Dr. James L. Dodson).

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Clippings,

Quips and Quotes

from

The Editor's Desk

Little Things

Sometimes when I consider what tremendous consequences come from little things - a chance word, a tap on the shoulder, or a penny dropped on a newsstand - I am tempted to think . . . there are no little things. -Bruce Barton.

If the Shoe Fits . .

A car screeched to a halt at an intersection, barely missing a white-haired old lady. But instead of giving the driver a tongue-lashing, she recovered herself quickly, and pointed to a pair of baby shoes dangling from his rear-view mirror.

"Young man," she asked, "why don't you put your shoes back on?"

Muffled Meaning

Suppose you find a sentence like this in your manuscript: "When a closely correlated film is used in conjunction with verbal instruction, we can confidently expect an increase in the efficacy of the lesson." Wouldn't it mean the same if you said: "Children learn more when the teacher uses a film to teach a specific lesson?

Which Are You?

A lot of people are like a wheelbarrow - not good unless pushed.

Some are like canoes - they have to be

Some are like kites - if you don't keep a string on them, they fly away.

Some are like footballs - you can't

tell which way they will bounce next. Some are like balloons - full of wind and ready to blow up.

Some are like trailers - they have to

Some are like a good watch - open

face, pure gold, quietly busy and full of good works.

New Teaching Ideas Summarized

"Time, Talent and Teachers" is a Ford Foundation booklet on new developments in education. Covered in the 51-page publication are such innovations as team teaching, "flexible" class grouping, new teaching tools and college teaching. Copies of this booklet are available to teachers and administrators without charge from the Office of Reports, The Ford Foundation, 477 Madison Ave., New York 22,

New TV Series Replaces "High Road"

A new adventure-exploration television series, "Expedition," has succeeded John

Gunther's "High Road," the television series used last year as classroom enrichment material by more than 125,000 teachers and over five million students. Teachers Guides for "Expedition" are available to educators interested in using the series as a teaching aid. They may be obtained by writing the Ralston TV-Education Department, PO Box 487, New York 23, N. Y. The series is presented by the Ralston Purina Co.

One of Those Days

A railroad engineer got up on the wrong side of the bed one morning. His shower water was cold. A shoelace broke. His coffee was weak and his toast was burned. His car wouldn't start and he had to take a taxi to work. He was late getting there so he speeded his train up to 90 miles an hour. Just as he swung around a long curve, he saw another train coming at him on the same track.

He heaved a big sigh and turning to the fireman said, "Did you ever have one of those days when everything goes wrong?"

Suggestions for a School Garden

Plant four rows of peas

Personality

Perseverance Promptness

Preparation

Plant four rows of squash

Squash gossip

Squash indifference

Squash criticism

Squash negative thinking

Plant four rows of lettuce

Let us obey rules and regulations

Let us be true to our obligations

Let us be faithful to duty Let us love one another

Plant four rows of turnips Turn up for meetings:

Turn up with a smile.

Turn up with new ideas

Turn up with determination

-Ethyl M. Peasgood.

Getting Even

A conceited bachelor was invited to dinner by a lady of consequence, but didn't accept. Meeting her on the street a few days later, he said in his best manner, "I believe you asked me to dine with you last week.

"Yes, I believe I did," responded the lady. "Were you there?"



Visitors Are Coming

"I would recommend that we straighten out a few things before we contemplate any interplanetary transportation system. Suppose a man from Mars should suddenly appear on earth? I think it would be terribly embarrassing if he learned that a second-rate singer in a night club makes four thousand dollars a week, and a high school teacher makes three thousand eight hundred and ninety dollars a year. This and many other things should be straightened out first if we intend to maintain our dignity when planet folks start visiting us."-Harry Golden, Enjoy, Enjoy!

Limitations

No one can tolerate an associate whose slip doesn't occasionally show. The public servant tends to become formal and forced, thereby losing his spontaneity. Our limitations can be as winning as our abilities. What others cannot accept in us, I am convinced, is a false face or a pompous

Single Step

There is an ancient Chinese proverb which says "The longest journey begins with a single step."

Just the Facts, Ma'am

It was the little girl's first day at school and the teacher was making out her registration card.

What is your father's name?" asked the teacher.

"Daddy," replied the child.

"Yes, I know, but what does your mother call him?"

"She doesn't call him anything. She likes him.'

Package Deal

Little boys Like noise. Mangy cats, Tame rats, Wiggly worms . . . And thrive on germs.

And noise

So Teacher Must be calm, and take germs, Worms, Rats. Cats.

Along with boys. (Poem from the Lancaster, Calif. Superintendent's Bulletin.



(Photo by Bob Towers)

Two Phoenix teachers, Winona Montgomery (left) and Sue Wingate, pause for a look at one of AEA's new billboards. Nearly 100 such boards went up in mid-December at strategic locations throughout the state. This is part of a national campaign in which almost 40 state teachers' associations are participating. The poster was designed by NEA, and each state's identifying caption is overprinted as shown here. Thus, through nation-wide planning and production, AEA has been able to obtain excellent, widespread and low-cost public relations coverage. More than one-third of the boards involved in this year's campaign have been supplied to AEA without charge by Foster & Kleiser Co., the advertising firm which maintains them. This, the com-

pany advises us, is more than it gives to any other cause or public activity. A particular effort also has been made to select aesthetically-suitable locations.

A word about the two nice ladies in the picture: Miss Montgomery teaches American history at North Phoenix High School and is one of the longtime stalwarts of both AEA and NEA. She has served as NEA director, president of the AEA Department of Classroom Teachers and member of various committees of both state and national associations. Mrs. Wingate is a sixthgrade teacher at Simpson School in Phoenix' Alhambra District and a recent new-arrival in Arizona, coming here from Kentucky.

